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Formation of the monitoring competence of the teacher in a comprehensive institution

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Abstract

© 2016 Yachina and Khurmatulina. The relevance of the problem in question is stipulated by the increasing role of the teacher and his professional competence in the successful solution of innovative social pedagogical problems of the new educational paradigm; by the more significant role of the teacher's monitoring activity in the improvement of quality of general education. It is as well determined by the fulfilled conscious need of the teacher to develop the monitoring competence as a component of his pedagogical mastery. The aim of the article is formulation, theoretical justification and implementation of the model of the teacher's monitoring competence and pedagogical conditions of its efficient realization in a comprehensive institution. The main approaches of the research are personal active, competence-based and monitoring with the primary cognition principle being dialectical. The mentioned approaches crucially reflect the peculiarities of scientific cognition as well as of the process of the teacher's monitoring competence. The research found structural functional components of the monitoring competence of the teacher (motivational, cognitive, projective), which reflect its specific systemic characteristics: the typology of teacher basing on his involvement in the monitoring activities has been determined (the main determined types are reproductive, constructive, innovative, creative); the model of the monitoring competence of the teacher in a comprehensive institution has been designed and explained. The model comprises a set of interconnected stages: orientation-motivational, contentive, operational active, result evaluating.

Keywords

Monitoring approach, Monitoring competence, Personal activity approach, Teacher